

## Robbins rides again as 1990s debate begins

The great debate on higher education began this week with a firm statement from the universities that they would fight to keep the Robbins principle of expansion.

Mr Gordon Oakes, minister of state for higher education, launched the debate last week when he unveiled the discussion document "Higher Education into the 1990s" which contains five possible models for the future.

Mr Oakes told a conference organised by the Association of University Teachers and The Times Higher Education Supplement that he favoured the fifth model which expects that because of social, cultural and economic changes there might not be a decline in the number of students in higher education in the 1990s.

The Association of University Teachers supported this view. It said that although the 11-year-old population started to decline in 1982-83, the association believed that a growth in the number of mature and working class students would mean that there would be a higher education would continue to increase.

"Universities and university teachers want to keep activated the Robbins principle that all who are qualified by ability and attainment for a university education should be provided with it."

"Mature students have not been coming forward in larger numbers because financial provision for them is not adequate and not because universities put up any barriers to their entry."

"Working-class children do not enter universities in the same proportion as children in other social classes because schools and parents do not do enough to encourage them to stay on at school."

## Union out in the cold

by Patricia Santinelli

The National Association of Teachers in Further and Higher Education is to present to the Government about 100,000 signatures on the new and special programme of the Youth Opportunities Programme which was officially launched this week.

NATFHE which represents 65,000 teachers is angry that it has been overlooked by the Manpower Services Commission in its repeated requests for support.

Mr Bill Bauden, education secretary of NATFHE, said that it was regrettable that a service which had the potential of making a substantial contribution was being ignored.

"If the MSC is really serious about involving the further education service, it would seem from their many public statements, then it seems wrong that there has been no serious attempt to do so," he said.

The YOP programme is to cost £800m over five years and involve 234,000 16 to 18-year-olds with the opportunity to follow an integrated programme of training and education, and 8,000 unemployed adults with jobs as supervisors. Each youngster is to receive a free rate allowance of £19.50 a week free of tax and insurance contributions.

## Grants protest

Miss Sue Shipman, president of the National Union of Students, has written to the Prime Minister claiming that more than 10 per cent of further education students have been forced to abandon their courses because of lack of funds.

The letter is aimed to coincide with a student march through Birmingham on Friday. She said: "A NUS demand for a 20 per cent increase in grant levels. The march was originally planned in London but had to be switched as a result of the police ban on London demonstrations."

## YOP members for the NUS?

by Sue Reid

A major plan to make the 240,000 unemployed young people on the Manpower Services Commission's proposed Youth Opportunities Programme members of the National Union of Students could be finalized later this year.

The confidential plan, which has been the subject of detailed negotiations between the NUS and the MSC in recent months, could swell the union's membership from the present 800,000 to more than one million if it wins the MSC's backing.

The new YOP scheme, due to become fully operational in September, was launched officially this week by the MSC. It is expected to provide 234,000 unemployed young people aged between 16 and 18 with training and work experience each year.

A majority of the students will take programmes lasting up to 12 months and it is these students that the NUS is anxious to attract to its ranks. A pilot project to test the viability of the membership plan will be undertaken by the NUS in conjunction with the MSC in the near future.

Mr Trevor Phillips, national secretary of the NUS, has last month elected to the management board of the YOP programme, the first time the NUS has been represented on a major government planning committee relating to education and training.

A MSC spokeswoman, commenting this week on the membership scheme, said: "The NUS have now put forward concrete proposals to us about this plan but we have had talks with them about it. The union has said it is very interested in what we have been doing and will assist us in any way possible."

The NUS confirmed that discussions had been taking place with the MSC. A spokeswoman said: "A pilot project may be undertaken in the near future. We have had initial talks with the MSC but negotiations are still going on."

## Opposition to student union aid plan

by Peter David

Department of Education and Science plans to reorganise the universities' financial aid to student unions and increase the national subsidy to £21 next year have run into strong local government opposition.

At a meeting last week the Council of Local Education Authorities told DES officials that the department's scheme, which would entail paying a compulsory minimum union fee of £15 for all students receiving mandatory grants, would prove expensive while failing to meet criticisms of the existing system.

A DES document detailing the proposed changes estimates that they would cost £21m to implement next year, compared with £16.5m if the existing system was continued. Student union fees cost £13m in the current year.

The local authorities, however, have proposed an entirely different scheme without any compulsory minimum. A paper written by CLEA's further education advisory team advises channelling student union finances directly through colleges and universities instead of

through student grants under the present system.

The CLEA paper claims that under present arrangements "those who have to meet the bill have to say in determining the amount, since they do not have to meet it from their own funds, are not in the best position to resist demands from students."

In the CLEA proposals student unions would receive money directly through their own colleges, which would in turn receive their funds from the University Grants Committee, the DES or the local authorities.

So far as the polytechnics and other colleges are concerned the proposal would mean they would be free either to determine the amount of the union fee or to leave the governors to determine the amount within a total budget for the institution.

Student unions at universities would be funded directly out of UGC money and voluntary college unions would get their money from the DES, the paper says.

In a comment on the DES plan for a compulsory minimum the local authority paper argues that it would not affect the position in universities, polytechnics and other large col-

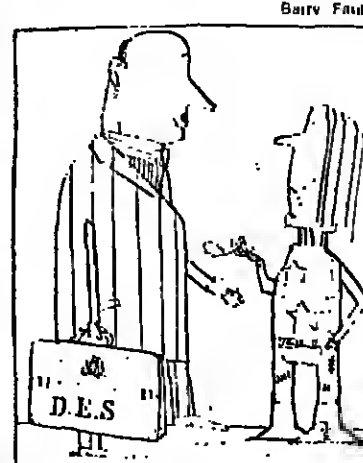
leges where fees are already charged and it would increase expenditure in other colleges where fees are generally lower than the proposed minimum and automatic increase will be involved.

"It seems not appropriate in these colleges for the extent of financial support for student unions should be examined on an individual basis, rather than based on a national minimum fee in relation to establishments of quite different character," the paper says.

Elsewhere the CLEA paper pursues occasional criticisms of the use of money by student unions to "showcase" or "cushion" the employment of excessive staff or the support of many substandard officers at the degree of subsidy of such events.

But it rejects the idea of making a membership vote to direct their activities along the lines which would be likely to support, the more likely event, any rate in the short run, would probably be the collapse of student unions and, in the absence of means of supporting it, the DES, the paper concludes.

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"Congratulations, I've just made it possible for you to go to Christ Church."

## Oxbridge bows to college fee changes

by Judith Judd

Oxford and Cambridge colleges will surrender the right to fix their own fees under a new system negotiated with the Department of Education and Science. Final details have still to be worked out but it is expected to be in operation for the next academic year.

The aim is to end the commitment of local authorities to pay whatever fees the colleges decide to charge and to make the colleges publicly accountable for the money.

Oxford and Cambridge are the only universities where two fees are charged: that paid to the university, which is the same as that paid by students elsewhere; and the fee paid to the college, which varies from £200 in Oxford to £300 in Cambridge.

Under the new scheme the colleges and the DES will negotiate an average fee increase each year. It will then be up to the colleges to decide which should charge more than average and which should charge less. A committee elected by the colleges will sort out the agreed sum of money.

They have succeeded in nullifying the original DES proposal, first put to them by Mrs Williams, Secretary of State for Education, nearly a year ago. This would have resulted in a standard fee for each student regardless of the college he attended. It was decided it was unworkable because of the problem of transferring money from rich to poor colleges.

Mr D. J. Wood, the bursar of All Souls, Oxford, said the colleges were bound to see the new arrangement as a restriction on their freedom. However, he said: "We believe this proposal is not unreasonable."

## CDP call for more funds turned down

The Council of Local Education Authorities is to turn down a request by the Committee of Directors of Polytechnics for an increase in financial support.

At a meeting this week the council decided not to agree to a substantial rise in the CDP's annual budget of £30,000. The costs of the committee's secretariat are paid for out of the local government aid fund for further education pool.

The decision comes after relations between local government and the CDP have been strained by a year of disagreement between their respective members on the Oakes committee on the management of higher education.

Barry Fantom

## Black Rhodesian academics want university Africanised

by Sue Reid

Black academics at the University of Rhodesia are demanding its Africanisation and the removal of non-African teaching staff misperceptions in the light of a new Zimbabwe.

A document circulating in Salisbury but unpublished in this country has been drawn up by 27 of the university's 31 black academics, urging the complete Africanisation of the university's curricula and academic staff.

It warns that staff "who have made it their duty over the years to obstruct African progress in appointments and promotions" should be removed.

The document is in response to a confidential paper by Professor Robert Craig, the university's principal, titled "The University and Constitutional Change", and alleges that racial discrimination has permeated the low number of African staff in established posts. Less than 10 per cent of the university's 272 administrative and academic staff positions are filled by blacks.

Professor Craig's paper warned that Rhodesia was on the brink of political and social changes which would have a "radical" impact upon the university. If a constitutional document was adopted, he said, the university's role would be to ensure that the new constitution was implemented.

The document also calls for the removal of non-African teaching staff and the appointment of African academics to fill the gaps.

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## Dons give Government deadline for improved pay claim

University teachers will move a step closer to sanctions in support of their pay claim unless they have received an acceptable offer from the Government by next Saturday.

The Association of University Teachers' executive has decided to call an emergency council after a two-day-out-of-hours meeting of Committee of the Association, which was held on Friday, failed to produce a Government response to their proposals for righting their pay anomaly.

Professor William Wallace, an executive member and former president of the association, said the executive would be asked whether they would agree to accept the Government's offer of 3.5 per cent from October 1 last year provided there is also an adequate response to their claim for righting the anomaly.

The new salary scales to operate when the anomaly is righted will also be put to the council.

Some AUEU members view the council as a means of putting pressure on the Government, which has so far made no reply to the key question in the present negotiations—the timing of the righting of the anomaly.

The executive already has the

authority to put the examination sanction into effect. On Friday the executive agreed a detailed code of sanctions which will be circulated to branches.

There will be two more meetings of Committee II before the council: the executive will meet again on Friday for a final position. Mr Laurie Supper, the association's general secretary, said the council had been called to discuss the current negotiating position.

Members will be asked whether they will agree to an executive recommendation to accept the Government's offer of 3.5 per cent from October 1 last year provided there is also an adequate response to their claim for righting the anomaly.

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before returning to teaching, research and administrative posts.

But he added that approaches had been made to the Ministry of Overseas Development in London for financial assistance to help with the recruitment to the university of British academics and administrative staff for periods of one or two years.

The black teachers say: "Some people of ill will may accuse us of racism because for them Africanisation means the expulsion of all non-African teachers, whether competent or not."

"While Africanisation is a policy we strongly advocate, there are people of non-African or non-black origin who have identified themselves with the African cause. Such people come under our definition of Africans provided they are committed to the new Zimbabwe nation."

The development of an African country like the former Zimbabwe could be carried out only by Africans. "It is in the primary and secondary schools, teacher training and technical colleges and universities that Africa will carry out its true economic, social and cultural revolution. Only the African will be able to teach the African pupil and student how and why we must carry out the revolutionary tasks."

The team, led by Dr Gordon Chivhu, the university's senior sociology lecturer, maintains: "The so-called exact or natural sciences will not change, only in the manner they are taught. But philosophy and the humanities will have to undergo considerable transformation in order that the new social and political order might be interpreted from an African perspective."

Africanisation would remove racial discrimination in the hiring and promotion of staff, improve international teaching and research contacts, swell student numbers and make the university more socially impartial.

The document rejects Professor Craig's suggestion that Africanisation should "begin at the bottom". "There are many qualified Africans both here and abroad who are willing to take up senior positions in the university. The problem is not one of shortage of manpower but of racial discrimination," it says.

"In order to effect a complete restructuring and reorientation of the university it is essential that many senior positions are Africanised without delay. We know from experience and from personal knowledge of the persons now in senior positions that many of them would resist change," the document warns.

It urges that the University of Rhodesia must produce students who are as well integrated into the society as they are well trained in their own words as "servants in training."

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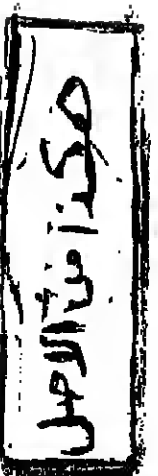
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The first group of 22 fellows has been appointed and they include not only university and National Health teaching staff, but biologists, social scientists, a nuclear physicist and an entomologist, as well as an administrator responsible for links with industry.





## ACADEMIC DEVELOPMENT

## OU team launches less formal maths foundation

by Maggie Richards

Television transmission of a new series of Open University mathematics programmes has been launched, linked to the first session of the university's new mathematics foundation course, M101.

It has taken an OU course team, working with BBC producers, two years to produce the new course, which will now replace M100—the original OU mathematics foundation course launched seven years ago.

The new course has also been linked to the introduction of a new preparatory pre-course pack for students, which includes a diagnostic quiz. On completion of the quiz, students are advised about the sort of preparation they need. The OU's mathematics faculty is the first to use such materials.

Dean of the faculty, Mr Michael Pengelly, said of the new course: "Mathematics is taught by a much less formal approach. M100 was an extremely formal course, in the sense that it tried to teach mathematics from a theoretical basis with little emphasis on understanding the concepts involved."

"M100 is a casual approach. It takes an approach which is much more actively based, aiming at getting the student to do things rather than to accept the exposition put forward. It is based on the idea that the student will see things from several points of view on several occasions, and will then come to understand them."

The television series accompanying the new foundation course will also be used in a different manner. Mr Pengelly added: "Previously the television programmes were used in a whole host of supporting

roles, but they were not absolutely central to the course each week.

In M101 the television programmes have been made centrally central to the course."

To a certain extent the course has also been remodelled to suit the needs of the new type of students running forward to take the Open University mathematics course.

"The quality of students in the foundation course is declining all the time, as we get nearer to the sort of students the university was set up to serve originally," said Mr Pengelly.

"Some of our earlier students were relatively well qualified. We found with the original mathematics course that there was a tremendous difference between the pass rates of the relatively well qualified and those from a poor educational background."

At present, 4,476 students are listed for the new foundation foundation course, but final entry means do not take place until April. Their progress through the course will be closely monitored. At the end of M101 students will switch to the OU's existing second and third level mathematics units.

The Open University and the BBC also believe the new television series will prove useful as a valuable teaching resource for those outside the university.

Programmes, which touch on mathematical topics ranging from the level of A level stage to first-year college level, have already been screened in a number of lectures and students in colleges.

"They will be transmitted on Sundays at 8.30 am on BBC 2, beginning this Sunday, and repeated on Mondays at 6.10 pm on BBC 2.

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## How to talk the patient's language

by Patricia Santilli

Better communication between foreign doctors and British patients is expected to result from a newly devised course—Doctor-Patient Communications Skills (DOPACS)—launched this week by Lancaster University.

Based on videotapes, slides, audiotapes, students and teachers' books, the course is designed for use by overseas doctors either attending colleges of further education on a part-time basis or following intensive courses.

Its development follows an analysis and assessment of the function of languages used in casualty departments at 18 hospitals in the United Kingdom which was undertaken by researchers in the department of linguistics and modern languages at Lancaster University.

The course takes the doctors step by step through all stages of casualty consultation. Rather than having a "correct" procedure, the materials are designed to help doctors evaluate and improve their own performance by making them aware of the way things are said.

Mr Christopher Gendlin, director of the project, said: "We cover the complex issues of communication that arise from the conflicting experience and expectations of the local patient and the doctor from overseas. However, and the doctor is expected to have full knowledge of the linguistic and cultural conventions which constitute an effective communication in a consultation with a person whose background may differ so radically from his own."

He added that the materials could be valuable in training, as well as overseas doctors, who receive their linguistic skills for use by overseas doctors preparing for the General Medical Council tests in English language and clinical competence. They should form part of an integrated training programme for overseas doctors coming to the United Kingdom.

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## Power engineering degree cuts across traditional boundaries

by Robin McKie  
Science Correspondent

A power engineering degree course—the first of its kind in Britain—is to be set up at Derby Lamdale College of Higher Education. The four-year sandwich course has been designed to cross the traditional boundaries between mechanical and electrical engineering and will include study of economic uses of energy for aero engines, high-speed trains and nuclear power plants.

Admissions will begin in September this year and a minimum of 24 students is expected. The new honours degree has taken three years of consultation between industrialists and college staff to set up, and has just been approved by the Council for National Academic Awards.

The admissions tutor for the course, Mr Donald Watson, said modern society depends on the availability of natural energy resources such as coal, oil, natural gas and uranium.

## Transatlantic theology

Two new courses are to be offered jointly by La Sainte Union College of Higher Education and Southampton College of Technology from September.

The Dip HE in Modern English and American Studies and a three-year Bachelor of Theology programme arise from the increasing cooperation between the voluntary and local authority colleges.

The new two-year Dip HE course aims to develop an understanding of society in Britain and the United States through a unified course of studies.

The programme examines and compares the history, politics, literature, art and social sciences of the two countries. It considers what is special to each and common to both.

Student visits to the United States are to be arranged during the summer vacation. Pending the degree programme in Southampton, students can complete a three-year Bachelor of Theology for a degree in Theology and Modern English and American Studies.

The new Bachelor of Theology programme includes religious philosophy, psychology and sociology as well as more traditional theological studies. The course is broadly based, and is not limited to students of a religious vocation.

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## North American news

## Canadian campuses upset at 'secret' OU deal

from Clive Cookson

WASHINGTON

The academic community in British Columbia has been thrown into something of a turmoil by a surprise agreement between the provincial government and Britain's Open University, under which the OU will provide personnel, materials and expertise to help the province develop a degree-granting open learning institute.

The Presidents of British Columbia's three universities—Simon Fraser, Victoria and British Columbia—claimed they had not been consulted or forewarned about the letter of intent signed in Vancouver by Education Minister Dr Pat McCreath and OU Vice-Chancellor Sir Walter Perry, in charge locally of the ministry.

Most upset was Simon Fraser University, which had hoped to play the major role in the delivery of university-level programmes to the province's vast rural interior.

There is still considerable confusion about what the agreement will mean in practice. Its text says the details and extent of the OU-BC cooperation will be a matter for further discussion between the two institutions and will be undertaken as soon as possible having regard to the current plans of the Ministry. However, Sir Walter and Dr McCreath did agree in principle that:

A senior Open University academic will be based in British Columbia for the duration of the programme, acting as a member of the Ministry's open learning management team, as a contributing factor to the development of suitable courses and as an adviser in OU systems and procedures. The Ministry will send liaison officers to the OU.

Open University specialists will undertake short-term staff training courses. In all aspects of the systems of delivery, learning materials to students.

OU and Ministry course materials will be used and, where appropriate, produced jointly by the two institutions in British Columbia and the United Kingdom.

Communit academic standards will be arranged, in the first instance by making OU staff external examiners for British Columbia students. Later they

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## French general election

## Major changes planned in role of universities if Left wins

from Guy Neave

PARIS

On the eve of the first round of the French general elections, attitudes towards higher education have been clarified by the six main political parties. Wide-ranging changes are forecast in the structure and role of universities if M. Francois Mitterrand's Parti socialiste emerges victorious. Particular importance is attached to a policy of diversification.

According to last December's 100-page outline document, the Socialist Party would give universities the overall responsibility for in-service training for teachers and as well as a significant role in regional development. An important thrust would be given to educational research as well as to teacher training.

At present in-service training is scattered across programmes sponsored by several ministries, and administered by various different national agencies. The proposal to concentrate it in the universities is seen as a first step towards introducing a coherent and coordinated training system for teachers.

Equally significant is the attention paid to educational research. In France, most educational research is carried out inside the relevant Ministry—for example, education, youth, sports and leisure or employment. Much of it is in the hands of permanent civil servants. Symptomatic of this situation is the fact that only two chairs of education exist in the whole country.

By planning to extend the role of the university in the area of in-service as well as initial teacher education, the Socialist Party is laying a policy of administrative decentralisation, a point underlined by its determination to identify university more closely with the needs of its regions.

Most controversial of all, however, is the proposal to end the century-long competition between the universities and the elite grandes écoles from whose ranks virtually all top civil servants and technologists are drawn.

In an effort to open the top ranks of the civil service to a wider pool of applicants, the first two years of university education would be aligned with the syllabus of the present baccalauréat, the special sixth form (classes préparatoires). Since the latter are effectively the only way that one may sit the competitive entry examinations to the grandes écoles, this measure is intended to break their monopoly. It is also seen as a second route of access to top jobs.

A similar concern with teacher training emerges in the programme of the Communist Party. The Communists propose that teachers should have greater mobility between teaching, administration and research. They would, furthermore, be trained within higher education.

At present this is not always the case. Many school teachers, for instance, are educated in local colleges of education (écoles normales). Though some of them have been upgraded to teach in the comprehensive middle school (collège d'enseignement secondaire), the structure of the French teaching profession is still rigidly divided between lower secondary school teachers—university degree holders in

choice. By 1977, 11 faculties turned 4,000 applicants away. Most high-grade candidates were able to find places on other courses.

Selection procedures are based on a weighted lottery system in which schools and faculties with the highest grades are given more chances. This procedure has been defended by arguing that school leaving examinations have proved unreliable for selecting those likely to do well in university.

Dr Arrie Pals, the Minister of Education in the new centre-right Coalition, has now announced plans to end the lottery system, placing heavier emphasis on selection by ability. But this will require a change in the law, and is unlikely to happen this year.

Medical courses have had a "temporary" limited entry for the past eight years, and in 1976 quotas applied to 10 faculties with 2,400 applicants, excluded from their first choice.

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## English for overseas scientists

Sheffield City Polytechnic has begun a special course in English and study skills for overseas science students. The course is being run in conjunction with the British Council.

Lessons and exercises designed to improve the speech and writing abilities of overseas science students have been prepared by the coun-

cil's unit for educational research and materials development.

The council is also meeting the full cost of teaching material, so that all students have been enabled free of charge.

The course has been arranged by the polytechnic's department of modern languages, which already runs courses in English as a foreign language.

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## Stanford warning that private institutions face hard times

from Ian Anderson

STANFORD

Economic woes and the inability to attract enough students will lead to the closure of about 100 private colleges and universities in the United States, a West Coast authority on private higher education has predicted.

Professor Lewis Mayhew of the Stanford School of Education believes that four types of institutions are at risk:

The small liberal arts college—with 400 to 1,000 students which exists exclusively on tuition fees and manual fund raising. Especially precarious will be these institutions located in states where the population is declining and where the public institutions have been developed to over-capacity.

Middle-sized (4,000 to 15,000 students) and middle-quality private universities located mainly in urban areas with large public universities and long-established prestigious private institutions nearby.

These universities do not have a stable national clientele, and they risk pricing themselves out of the educational market as they are forced to raise fees to meet operational costs.

The private two-year colleges, particularly those which have been single-sex institutions, which face "head-on" competition from community or junior colleges with minimal tuition costs.

Private institutions created after 1945 without a solid financial base designed to cater to newer kinds of students—minorities, non-traditional and adults. These

institutions are vulnerable to sudden shifts in financial aid policies, to shifts in the labour market and to criticisms of the educational quality of their programmes by accrediting associations or by established institutions with which they compete.

Professor Mayhew, speaking at the Inter-American University in San Juan, Puerto Rico, last month, claimed that a combination of government action and policy changes on the part of private universities and colleges was needed to prevent closures.

Federal and state government programmes to help needy and able students should be expanded so that the tuition fee gap between public and private institutions would not have an undue impact on students who could attend college or university to attend.

Professor Mayhew urged private institutions to accept candidly the nature of a given institution.

Accepting without apology that a particular liberal arts college never has, or probably never will, attract or hold the academically precocious, is a necessary first step to determining where there is a market for a particular kind of institution, he said.

Professor Mayhew added that institutions that had sought to increase enrolments by encouraging minority students might have to abandon such efforts.

"To use needed operating funds for substantial scholarships as support for minority group members may cause tuition but no prudence," he said.

## Holland

## More courses to have ceiling fixed on intake

from John Richardson

ROTTERDAM

An unexpectedly large number of over-subscribed courses is likely to be subjected to restricted entry in the coming academic year.

Figures released by the Universities Council, the highest advisory body to the Ministry of Education, indicate that nearly 16,000 applicants will apply to 16 courses. Some 5,500 applicants will not be able to follow their first choice of study.

The increase in the number of applicants is made necessary by a big rise in applications for popular faculties. For example, there have been 4,170 applications for 3,711

places, 1,285 applications for 1,930 medical vacancies and 774 for only 175 veterinary science openings.

Even traditional arts subjects such as history, English, geography and Dutch are oversubscribed; and 1,850 have applied for 1,438 education places.

All young people who have passed the secondary school leaving examination have a legal right to university education, but this does not extend to a completely free choice of course.

Medical courses have had a "temporary" limited entry for the past eight years, and in 1976 quotas applied to 10 faculties with 2,400 applicants, excluded from their first choice.



M Mitterrand: diversifying.







# Maggie Richards on a movement that has made its mark Adult colleges for all the people

In 1914 a rambling old house in Birkenhead opened its doors for the first time as a new type of non-residential adult education centre. During a few days after the outbreak of the First World War, the occasion was rather overshadowed by other more momentous events—but by the end of hostilities Beechcroft, the Birkenhead Settlement, as being recognized as a milestone in the development of adult education.

The history of Beechcroft and its successors, and of the counterparts in the field of independent residential colleges, is traced by A. John Alloway in a new book, *The Educational Centres Movement 1909-1977*, published by the National Institute of Adult Education, and the Educational Centres Association.

The movement, in fact, stretches back to the London Working Men's College, founded in 1854 by Frederick Denison Maurice and fellow Christian Socialists; the University Settlements—including the famous one established in 1884 at York and Leeds, started within months of one another in 1909.

Beechcroft was begun by Mr Horace Fleming, a small-scale businessman with little more than average schooling, who gathered around him a circle of his own kind—traders and weekly wage-earners who were interested in political, social and religious issues, and who maintained a great belief in education as the means of improving society.

But Beechcroft rejected the patriarchal mode of government common in other institutions, as expressed by Maurice, founder of the London Working Men's College: "We who begin the institution must claim authority over it, and our hastily resign over authority."

From the start, Beechcroft was governed to be democratic. Its governing body, consisting of representatives of the local education authority, the local education authority, the Trades and Labour Council, and adult education officials, also included three members of the institution's students' association. There were also special arrangements in place for women students, and a nursery supervised by voluntary helpers to care for their children.

Mr Fleming, the centre's first warden, described it as "the first non-residential people's college to have a programme comprehensive enough to suit all types of student; to use methods based on the belief that everybody wanted education, though they might fight shy of the word; and that every human interest has an educational value, if only it is rightly directed."

He defined his aim as incorporating the best elements of earlier institutions with: "a feature which was felt to be essential to adult education, a permanent centre which to its members would be both university and club."

their value even now there can be no doubt.

This statement, it is believed, led one pioneer in the field of adult education to take decisive action. Arnold Ross, who had originally provided financial backing for Beechcroft, decided it was time to create an organization to coordinate the work of all the centres. In 1920 the Educational Settlements Association was founded at a conference arranged and financed by Ross.

One of the first tasks was to persuade the British Institute of Adult Education to launch an inquiry into the function of settlements. A commission, under the chairmanship of Harold Laski, with T. H. Searls, later professor of adult education at Hull, was established in 1924 to conduct the inquiry.

In its final report, published in 1924, the commission came to the conclusion that centres of the Beechcroft type were a necessary element of the adult education system.

The year 1924 was also marked by the issue of the first set of regulations governing adult education from the Board of Education, then under the presidency of Labour's Sir Charles Trevelyan.

Until this date, liberal studies courses provided by the universities, the Workers' Educational Association, and other voluntary bodies had been granted under terms principally concerned with technical education. The new regulations recognized these courses as a distinctive character of their own.

The regulations also introduced a new educational organization, the governing body, which was to be given power to provide certain courses and guaranteed remuneration of 75 per cent of the teaching staff involved—finding the additional 25 per cent was a problem the bodies were expected to solve themselves.

At first it was anticipated the regulations would allow a steady growth in the number of limited classes. Few organizations, however, granted Responsible Body status, but among them was the BSA, which, in the first year of the scheme, provided 12 classes at four centres.

As the scheme began to change, with a growth in demand from various Responsible Bodies, the Board of Education became alarmed and began to curtail progress. Limits were set on the amount of classes and courses each body could provide.

From the mid-1920s, the BSA became increasingly concerned about the social and educational plight of the unemployed. In an attempt to improve conditions in the island,

du Valley a new centre, Ables-of-Haf, was created.

As the economic situation worsened more centres were established in other areas, and government grants began to be allocated for the work, particularly in the form of the country which had been designated as "distressed". There, special commissioners equipped with considerable powers and resources were appointed.

Help was forthcoming from other directions too. Representatives of the city and university of Oxford made themselves responsible for aiding the unemployed at Risca, in Monmouthshire, founding Oxford House there. Staff from the BBC, government departments, banks and commercial firms sponsored and supported clubs and centres of various kinds.

During the depression the BSA provided grants for the employment of full-time and part-time staff, and the purchase of educational equipment. Between 1931 and 1941 the association paid out £30,000 in annual grants to 15 centres. Courses and classes were also provided at clubs and centres where the primary object was not of an educational nature.

As the employment situation eased towards the end of the decade, many of the clubs and centres ceased to exist. But several education authorities recognized the value of the centres, and some were made permanent. Others, such as Ables-of-Haf, Oxford House and several others were able to survive and evolve into conventional adult education institutions.

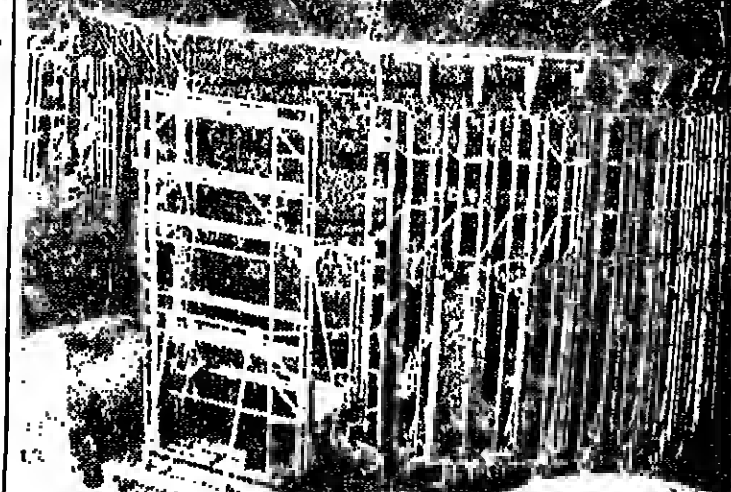
Another development which sprung up in answer to the rule changes of the 1930s was the short-term residential college course.

Wincham Hall in Northwich in Cheshire was the first short-term residential college to be established in 1934. It was provided and maintained by the National Council of Social Service, and was appointed and funded by the BSA. Courses lasting normally for six weeks were organised for out-of-town men, with the aim of re-equipping them both mentally and physically.

A report on Wincham Hall explained: "The value of a period of residential care is that it enables a man to escape for a time from his limiting conditions. He can get back and looking at the limitations objectively, reshape his values, rediscover himself. As some men have put it, they did not know there were so many things a man could do with his life."

The same report, published in 1936, went on to state that these short-term residential colleges should be linked into the public education system, recognizing the opportunity of further education to some of those thousands of men who, in spite of their ability and enterprise, for the one reason or another have had an organized secondary education.

It could be a "disaster" if, as authors concluded, if the residential colleges were permitted to fade out of existence when the employment situation improved.



An external union identifier near the big HENC hydrogen tank chamber at CERN, Geneva.

## Peers point to weakness in EEC research

Strengthened political authority is needed in the Common Market to improve its scientific research programme, a House of Lords committee has warned. The peers, including Lord Ashby, Lord Hutton and Lord Zuckerman, under the chairmanship of Lord Hutton, have criticized the EEC for setting itself development tasks which it is unable to fulfill.

A wide range of evidence has revealed considerable dissatisfaction—both among practising scientists and the ill-defined public in the community—with the research programme, the committee's report states.

Nevertheless, it did welcome the reluctance of the Common Market Commission to become directly involved in basic research leaving this role for the European Science Foundation. Evidence to the committee indicated that scientists preferred co-operation—the main purpose of the EEC—as this discouraged bureaucratic growth, cut duplication and recognized that basic research knows no political frontiers.

However, it is the field of applied research that is important to the EEC but the lack of political will among the Council of Ministers means the commission is only able to draft vague criteria and guidelines in its development as part of the EEC. The committee's report, however, concluded that the commission should be strengthened by a scientific adviser, or team, to keep him continuously informed of the progress of research.

These matters are necessary, the committee concluded, because it is not enough to have a scientific adviser to the commission. The committee also recommended that the office of President of the Commission should be strengthened by a scientific adviser, or team, to keep him continuously informed of the progress of research.

The lack of importance of research to the Common Market can be judged by the extent of its budget in this field. It's planned expenditure represents only about 5 per cent of the total spent by the nine member countries for the period 1977-80.



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OUR CARTOONIST CAPTURES A MOMENT OF MEANINGFUL INTERACTION DURING LAST WEEK'S MATCH.

If you have always found football ineffectually dreary, the time has come to invest £1.50 in an exciting new report published last week by the Sports Council and the Social Science Research Council. It may be a slim volume, but it promises to do for football what Deaf in the Afternoon managed to do for bullfighting. Football, it seems, may well be, in many ways, the most boring and unexciting of sports.

And not just fun, but money-making and identity. The term of researchers and academics who creep timorously into the stands two years ago armed with pens and notebooks and large doses of scientific objectivity to believe their bright new methodological pickaxes have unearthed a rich vein of working-class culture well worth further study, boosted by an immediate injection of another £75,000 of research funds.

Even regular soccer enthusiasts will be able to glean gems of insight from the SSCRC report. After all, there is a great deal going on in the seething terraces that do not meet the eye of the casual observer. There are carefully structured roles, ideal types and ritual patterns of behaviour worthy of the attention of J. G. Ballard and Weber.

Football crowds are not just mobs, it reveals, but complex micro-societies in which every player has a carefully defined pattern of interactions. Among the fans there are special characters called "aggro leaders", "hard men", "chant enthusiasts", "comedians", "looneys", "learners" and "football brats".

The aggro leader is a robust, knockabout and thoroughly unsociable individual whose main job appears to be the provocation of opposing fans. He is happily playing-out fight sequences and pretending to be followed, at a safe distance, by a pair of aggro

followers "feeding off his bravado". Elsewhere in the crowd, holding themselves somewhat aloof, are the hard men, former heroes who "have lost the impetuosity of their earlier days and do not usually precipitate lost causes but who are usually the ones who stand and fight if their group is involved in a skirmish—these have a reputation to keep up."

Besides loving to bull their younger colleagues out of tight spots, the unenviable hard men are also expected to sustain their charisma by prolonged and uncomfortable bouts of beer drinking. For status reasons a 15-pint man is regarded as better than a 10-pint man.

There are intellectual roles, too. The chant enthusiast, it turns out, takes his cue from the great traditions of Greek tragedy. His job is to "interject what is happening and give the crowd a sense of the game, and place a disproportionate amount of emphasis on the introduction of new chants."

Danish fans, known as football brains, are not without status. They know a great deal about the team and regard the lives and styles of individual players as heroes. But their cerebral and rather obscure preoccupations are counterpointed neatly by the looneys, status-hungry, somewhat pathetic fans, who are easily led to excesses by the occasion.

These inadequately socialized mobs "seem unable to handle all the rules of the game, and place a disproportionate amount of emphasis on being recklessly brave."

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## The South Bank maths show

The need to introduce industrial experience into the education system has become an issue of wide debate. In particular, Commerce has been very keen for teachers to understand the many factors which will affect pupils who choose an industrial career.

In an attempt to establish closer links between these areas, a scheme has been launched at London's Polytechnic of the South Bank which aims to combine educational and business training as part of an honours degree in mathematics and computing. The new course, which will lead to a degree and a certificate of education, has been approved by the Council for National Academic Awards and is one reason for the council's stated hope that the polytechnic will become a centre of excellence in mathematical education.

Other innovations at South Bank include a new MSc course in mathematical education which began last September and is for serving teachers who already have degrees in mathematics or related qualifications. The Social Science Research Council has also given a £7,000 grant for research into developing mathematical abilities in children between nine and 13 years.

Further plans include a postgraduate diploma in mathematical education within the next two years and a similar diploma for primary and middle school teachers.

The new joint business and education course is to be an extension of the BSc sandwich course in mathematics and computing which at present specializes in areas that are particularly relevant to business and commerce. The major change is that students may now choose between a business or an education bias which will lead to a degree and a certificate of education with recommendation for qualified teacher status within the normal four years.

At the end of a common first year, students interested in the education path will spend five weeks in schools observing and obtaining teaching practice. If this goes well, and they do not wish to continue, they can switch without a break in their studies back to the business side.

Those who choose education will spend the first six months of their third year in industrial training, giving them valuable experience of the "real world" of industry. Dr David Pye, said: "This will be followed by six months education training at Avery Hill College in South East London and students will also study education topics during each of their college years."

Schools are looking for teachers who have experience of commerce and industry. It is hoped that because children will then be taught by people who have knowledge of industry," Dr Pye added.

Mrs Lenae Burton of the professional education department, who is also concerned with the new courses, said: "We are doing it with the training of mathematics graduates who are going into business or education and are trying to correct the illiterate basis on which mathematics has been taught in past years." Dr Pye also emphasized that the new course had been designed to be as flexible as possible.

At present about 20 students a year enrol in the business course in mathematics, which involves the study of computing, statistics, mathematical modelling and other related subjects. Numbers are expected to rise to about 30 when the new option for education is introduced in September.

The new course is only one aspect of the innovative work in mathematical education which the staff of South Bank are developing. The £17,000 SSCRC grant to be used for research into problem-solving among children over a 21-year period will be used to establish research assistants and follow units. The remainder will go towards travel and secretarial work.

Research into problem-solving has been carried out for several years now at South Bank and some of the findings have been used as feedback for the make-up of the new course. Other new courses—their MSc in mathematical education. Apart from mathematical modelling, the degree includes the compulsory study of problem-solving itself, and also the nature and philosophy of mathematics.

The course consists of seven terms' work with students attending one allocation and two evenings a week. It aims to improve competence among teachers and by incorporating some of the material revealed in the research into problem-solving will help teachers to understand and foster basic mathematical skills in children.

There are 19 students in the first intake and they are studying four compulsory subjects—the nature and philosophy of mathematics; mathematical modelling; curriculum and pedagogy; and problem-solving—and two options out of a possible four subjects—history of mathematics; computing in education; numerical mathematics; and concepts of statistics.

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Ronald Eysenck, broadcaster, writer and presenter of *The Long Search*;  
Christiane Schumacher, Projects Coordinator, Industrial Relations Department, British Steel Corporation.

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A limited number of bursaries will be available.

**BRANFORD**  
THE UNIVERSITY OF BRISTOL  
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Thursday, April 13, 1978

The Conference is intended for those in schools, colleges, universities and other educational institutions who are interested in the development of the curriculum in engineering and technology. The morning session will concentrate on the development of the curriculum in engineering and technology. The afternoon session will concentrate on the development of the curriculum in engineering and technology.

For further details and registration forms please apply to: The Secretary, School of Engineering and Technology, University of Bristol, 100, Woodville Road, Bristol, Avon, GL2 2ET.

**CAMBRIDGE**  
THE UNIVERSITY OF CAMBRIDGE  
SCHOOL OF ENGINEERING AND TECHNOLOGY  
Thursday, April 13, 1978

The Conference is intended for those in schools, colleges, universities and other educational institutions who are interested in the development of the curriculum in engineering and technology. The morning session will concentrate on the development of the curriculum in engineering and technology. The afternoon session will concentrate on the development of the curriculum in engineering and technology.

For further details and registration forms please apply to: The Secretary, School of Engineering and Technology, University of Cambridge, 100, Woodville Road, Cambridge, CB2 3RQ.

**MANCHESTER**  
THE UNIVERSITY OF MANCHESTER  
SCHOOL OF ENGINEERING AND TECHNOLOGY  
Thursday, April 13, 1978

The Conference is intended for those in schools, colleges, universities and other educational institutions who are interested in the development of the curriculum in engineering and technology. The morning session will concentrate on the development of the curriculum in engineering and technology. The afternoon session will concentrate on the development of the curriculum in engineering and technology.

For further details and registration forms please apply to: The Secretary, School of Engineering and Technology, University of Manchester, 100, Woodville Road, Manchester, M13 9PL.

## Research Posts

**ULSTER**  
THE NEW UNIVERSITY  
SCHOOL OF HUMANITIES  
RESEARCH ASSISTANT

Applications are invited for the above post for a year from 1st May 1978. The post holder will be responsible for the day-to-day running of the School of Humanities. The post holder will be responsible for the day-to-day running of the School of Humanities. The post holder will be responsible for the day-to-day running of the School of Humanities.

Salary £2,804 per annum (plus pension) with 10% superannuation.

For further particulars see the advertisement in the *Times Higher Education Supplement* of 10th March 1978.

**THE NATURAL ENVIRONMENT  
RESEARCH COUNCIL  
Research  
Studentships: 1978**

The Natural Environment Research Council is offering up to 281 research studentships for postgraduate training in scientific aspects of the natural environment. There are three main types of award:

(i) University or polytechnic based studentships.  
(ii) CASE studentships. Some of the awards, known as Co-operative Awards in the Sciences of the Environment (CASE studentships), are based at universities or polytechnics and each is linked with an industrial or other non-academic institution which will co-operate in providing research facilities.  
(iii) Institute-based studentships. A small number of awards are available to Government funded research institutes. In all cases a university or polytechnic link allows for joint supervision and higher degree registration.

Many of these studentships provide an appropriate form of training for graduates with a first degree in the environmental sciences such as biology, physics, geography and the biological sciences; others are more suitable for graduates in more such as engineering, mathematics, physics and chemistry whom NERC particularly wishes to attract into the environmental sciences. Studentships will normally begin on October 1, 1978, and last for up to three years. The basic grant for 1977-78 was £1,475 plus approval fees. It is currently under review. Awards are made to students who hold good honours degrees, or the equivalent, or expect to obtain such qualifications in 1978. They should also have been resident in the United Kingdom for at least three years.

Already most of the studentships have been allocated to universities, polytechnics and research institutes. They can be taken up by students wishing to study in significant research areas under the supervision of named members of staff.

In addition there will be a small number of studentships for award later in the year thus:

(i) A special competition will be held for up to five studentships for prospective students of outstanding research proposal. Applicants should submit a detailed account of their research proposal to NERC by April 1, 1978, on application form RS1 (Comp) 1978.

(ii) An appeals competition will be held during August in response to applications made through heads of the departments where students wish to study. The limited number of studentships then available will not be restricted to departments or research areas to which awards have already been allocated and prospective students may wish to make inquiries to research training possibilities.

Full details of the location of awards already allocated and the research areas within which they may be held, forms RS1 (Comp) 1978 are obtainable from the University Support Section, NERC, Alhambra House, 27/33 Charing Cross Road, London WC2H 0AX, telephone 01-830 3232.

**LONDON E.C.1.**  
THE CITY UNIVERSITY  
RESEARCH OFFICER IN  
SOCIOLOGY

Applications are invited for the above post for a year from 1st May 1978. The post holder will be responsible for the day-to-day running of the School of Sociology. The post holder will be responsible for the day-to-day running of the School of Sociology. The post holder will be responsible for the day-to-day running of the School of Sociology.

Salary £2,804 per annum (plus pension) with 10% superannuation.

For further particulars see the advertisement in the *Times Higher Education Supplement* of 10th March 1978.

**SUNDERLAND**  
THE POLYTECHNIC  
FACULTY OF ENGINEERING  
RESEARCH ASSISTANT

Applications are invited for the above post for a year from 1st May 1978. The post holder will be responsible for the day-to-day running of the Faculty of Engineering. The post holder will be responsible for the day-to-day running of the Faculty of Engineering. The post holder will be responsible for the day-to-day running of the Faculty of Engineering.

Salary £2,804 per annum (plus pension) with 10% superannuation.

For further particulars see the advertisement in the *Times Higher Education Supplement* of 10th March 1978.

**Western Australian  
Institute of Technology**

The Institute is a major tertiary institution providing degree and diploma studies at both undergraduate and graduate levels for over 11,000 students. Students may be taken on a full time, part time or external study basis.

**SCHOOL OF SOCIAL SCIENCES  
HEAD OF DEPARTMENT  
OF SOCIAL SCIENCES**

(Ref. No. 088)

The Department of Social Sciences has an academic establishment of 28 in addition to the head of department. A Bachelor's degree in Social Sciences is provided by the department. The department has approximately 850 students and offers a wide range of courses in the social sciences. The department has a strong research tradition and is well equipped for the study of social sciences. The department has a strong research tradition and is well equipped for the study of social sciences.

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Salary £2,804 per annum (plus pension) with 10% superannuation.

For further particulars see the advertisement in the *Times Higher Education Supplement* of 10th March 1978.

**HOLTON**  
COLLEGE OF  
TECHNOLOGY  
SCHOOL OF  
SOCIAL SCIENCES

The School of Social Sciences is a major tertiary institution providing degree and diploma studies at both undergraduate and graduate levels for over 11,000 students. Students may be taken on a full time, part time or external study basis.

**SCHOOL OF SOCIAL SCIENCES  
HEAD OF DEPARTMENT  
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Salary £2,804 per annum (plus pension) with 10% superannuation.

For further particulars see the advertisement in the *Times Higher Education Supplement* of 10th March 1978.

**American  
Linguist**

We are seeking an Editor to join in the final stage of work on a major new German/English dictionary being written by a team in Glasgow. Your specific responsibility will be to read the existing text and ensure that it provides adequate coverage of current American usage. You will be American by birth, in the age range 25-40, and ideally qualified to degree standard in German. Although the latter is not essential, you will certainly have a formal background in translation, linguistics or lexicography. A contract will be offered for a period of 12 months with competitive starting salary and fringe benefits being offered.

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**PRINCIPAL LECTURER  
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Following the appointment of the present holder to a position as a Head of Department, applications are invited for this important position. The successful candidate will be responsible for the day-to-day running of the Department of Business and Professional Studies. The successful candidate will be responsible for the day-to-day running of the Department of Business and Professional Studies.

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The work involves all aspects of the planning and conduct of conferences on a wide range of subjects as well as the general administration of the Centre.

Candidates (preferably aged between 40 and 55) must be of sufficient learning and intellectual stature to gain the respect of the high-level international participants in the Centre's work. They should have experience of administration and higher education and a deep interest in, and knowledge of, public and international affairs. They will be expected to be able to converse on matters of substance in English and/or French and to follow discussion in these languages without the use of interpreters.

Appointment will be for 3 years, with the possibility of extension.

For further details and an application form to be returned by 29 March 1978, write to: Civil Service Commission, Alconway Link, Basingstoke, Hants, RG21 1JF, or telephone Basingstoke (0256) 69661 (answering service operates outside office hours). Please quote G/95/23.

## FOREIGN AND COMMONWEALTH OFFICE

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The Public Record Office contains documents which have accumulated over nine centuries from the administration of central government and courts of law. The Keeper, who is responsible to the Lord Chancellor for the administration of the Office, for the safe custody and preservation of the records, and for the provision of facilities to them, is also the Accounting Officer. The duties include advising a large number of Government departments and other bodies on which records must be preserved permanently; the right balance needs to be struck between the requirements of Government and the demands of a wide variety of users.

Candidates (preferably aged at least 40) must have substantial relevant administrative experience with proven managerial qualities. An understanding of the requirements and methods of historical research is desirable and a knowledge of an alternative administration and record management advantageous.

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For further details and an application form (to be returned by 31 March 1978) write to: Civil Service Commission, Alconway Link, Basingstoke, Hants, RG21 1JF, or telephone Basingstoke (0256) 69661 (answering service operates outside office hours). Please quote ref. G/95/2.

**THE INSTITUTION OF METALLURGISTS  
Education Officer**

The Institution of Metallurgists invites applications for the post of Education Officer which will become vacant in August when the present holder takes up a new appointment.

The Institution, founded in 1824, has approximately 10,000 members and is closely concerned with education and professional development of metallurgists, materials technologists and scientists. There is a non-contributory pension scheme and salary will be commensurate with responsibilities and experience. The post is suitable for persons under 40 or over 50 or over 60.

Applications, with CV and the names of three referees should be sent in envelopes marked 'Registration Secretary-in-confidence' to reach the Secretary by 31 March 1978, at the Institution's Headquarters.

The Institution of Metallurgists  
Northway House, High Road  
Whetstone, Leicestershire LE8 3BW

## OVERSEAS

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**THE DIRECTOR,  
TORRENS COLLEGE OF ADVANCED EDUCATION,  
C/O South Australia House,  
Strand, London**

To arrive no later than Friday, April 13, 1978.

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Applications are invited for the above lecturing posts with the Administrative College of Papua New Guinea. Candidates should have a degree, diploma or qualification appropriate to one of the above disciplines together with teaching and/or working experience. Principal duties of all posts encompass teaching in college courses, planning and designing teaching programmes in the appropriate disciplines, counselling students, preparation and marking of examinations and other assessment and general participation in extra-curricular student activities.

The Administrative College, located near Port Moresby, teaches a range of subjects in the commercial and public sectors. The buildings and surrounding grounds of the College are very attractive and provide an excellent working environment.

## Pay per annum

Salary	Annual bonus
11,750	2,000

Bonus is payable on satisfactory completion of Period of Engagement - two years (renewable in most instances). General entitlements are very attractive and include an education allowance for dependent children attending secondary school overseas, return air passages with personal effects and baggage allowance, low cost married and single accommodation and generous leave conditions.

Please write or telephone for an application form to: The Papua New Guinea Recruitment Representative, 14 Waterloo Place, London, SW1R 4AR. Tel. 01-930 1106/1107.

**Papua New Guinea**

**BALLARAT COLLEGE OF ADVANCED EDUCATION  
VICTORIA, AUSTRALIA**

**SENIOR LECTURER IN  
LIBRARIANSHIP**

(RE-ADVERTISEMENT)  
\$A19,970 to \$A21,394 p.a.

Applications for the above position invited from graduate qualified librarians who are eligible for professional membership of the Library Association of Australia or equivalent. The college offers an undergraduate 3 year course for Diploma of Librarianship (course coordinated by the Library Association of Australia) and a one year course for Graduate Diploma of Librarianship. The Department of Librarianship has a staff establishment of 6 full-time positions plus support from part-time and visiting lecturers. There are approximately 135 full-time librarianship students.

The appointee will have opportunity to lecture at a number of levels in both courses offered. As the senior staff member under the Head of Department, the appointee will be involved in senior administrative duties. It would be expected that, in addition to good academic qualifications, an applicant should have had considerable library and lecturing experience.

Write for details to The Academic Registrar, B.C.A.E., 800 Avenue, Mt. Helen, Ballarat, Vic. 3350, Australia. Official applications must be received by 10 April, 1978.

**General Vacancies  
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MEDICAL SCHOOL  
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SECRETARY

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Salary £2,804 per annum (plus pension) with 10% superannuation.

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## BOOKS

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Cambridge University Press, £10.50  
ISBN 0 521 21735 0

It is a recent development that some unimpaired official statistical surveys have been made available to academic and other researchers. In the field of income and wealth this facility has been used by the Royal Commission on the Distribution of Income and Wealth. It has become many fruits, and last of all, a book which is a valuable addition to the literature of income and wealth. The authors modestly state that they do not have the resources of a Royal Commission, but they have the resources of a book. The book is a valuable addition to the literature of income and wealth. The authors modestly state that they do not have the resources of a Royal Commission, but they have the resources of a book.

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justed distributions are presented which are then discussed in chapter six with respect to the trends in the wealth share of the top 1 per cent and 5 per cent of wealth owners. Throughout the book the authors limit their commentary largely to the top wealth owning groups, though there are occasional references to the whole distribution and occasionally summary measures of total inequality are presented.

Official statistics are derived from the returns for estate duty. The amount of wealth and numbers of persons in these returns are then multiplied by the regional and the mortality rates for appropriate age and sex groups to provide estimates of the distribution of personal wealth. The "mortality multipliers" are adjusted for social class differentials. In age-sex cells where the number of deaths are very small further adjustments are made by the Inland Revenue statisticians. Atkinson and Harrison list a number of deficiencies with these official statistics. These comprise first unrecorded or mis-stated wealth and wealth owners. This can arise either from wealth which for legal reasons may be held in trust, or from persons whose wealth is held in a way which is not recorded in the official statistics. The authors also point out that they do not have the resources of a Royal Commission, but they have the resources of a book.

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This follows the same pattern as adopted by the Royal Commission. However, unlike the Royal Commission, they do not accept the balance sheet estimates as entirely reliable. They estimate and consequently only approximate missing wealth where there are reasons to expect it in the missing and only where it is considered that the balance sheet returns are reliable. The outcome is not a single set of adjustments but several, each expressing different assumptions. These series cover four adjustments for the missing population from the estate duty statistics, one of which is to make an adjustment for the mortality rates for appropriate age and sex groups to provide estimates of the distribution of personal wealth. The "mortality multipliers" are adjusted for social class differentials. In age-sex cells where the number of deaths are very small further adjustments are made by the Inland Revenue statisticians. Atkinson and Harrison list a number of deficiencies with these official statistics. These comprise first unrecorded or mis-stated wealth and wealth owners. This can arise either from wealth which for legal reasons may be held in trust, or from persons whose wealth is held in a way which is not recorded in the official statistics. The authors also point out that they do not have the resources of a Royal Commission, but they have the resources of a book.

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assets derive a series of yield multipliers with appropriate variations for asset composition and estate size. The asset composition figures are in fact derived from the "official" estate duty based estimates which present problems, among which was the conversion to family units (tax data) from the individual "estate duty" figures.

The use of survey data also restricted the calculations of the distribution of wealth in the larger estates. The use of survey data also restricted the calculations of the distribution of wealth in the larger estates. The use of survey data also restricted the calculations of the distribution of wealth in the larger estates. The use of survey data also restricted the calculations of the distribution of wealth in the larger estates.

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The Iller Hardy  
by Ingrid Gittings  
Hobbs, £6.95  
ISBN 0 435 18364 8

The first thing that impresses about Dr Gittings' book is his unflinching professionalism as a literary biographer. The two principles of biography-writing most clearly displayed in his work are the idea of total contemporaneity, and the unflinchingness of records.

When Hardy's first wife Emma suffers from gall-stones, Gittings goes to a nursing home in 1917 to find out how the symptoms were seen at that time, and what remedies were usually prescribed. He is able to identify the original in real life of Hardy's Tess, by going through Reading parish registers over 15 years in the late eighteenth century; and then, when at last he gets to the one amazing little entry, corroborating it with the local County Ordeal Book and the County Bridewell Calendar. There, over a full 100 years, he has found a historical Tess, hounded down by a full 100 years, he has found a historical Tess, hounded down by a full 100 years, he has found a historical Tess, hounded down by a full 100 years.

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has written to everyone and been in the sun. Then, all the references go in the small print in the back, and in a terse, rapid and in this case extremely painful narrative is left to speak for itself.

The Iller Hardy is a sequel and companion to Dr Gittings' *Young Thomas Hardy* of 1975. One sees the defences, the embarras, the ambition, the energy and the complexity of the nature of the young man channelled and hardened, over an immensely long life, by the loss of his first love, his illness, his poverty, his lack of fulfilment, his health, his children, his age, and the always-remembered call of the elderly Hardy to the life of a writer.

Hardy's life is a sequel and companion to Dr Gittings' *Young Thomas Hardy* of 1975. One sees the defences, the embarras, the ambition, the energy and the complexity of the nature of the young man channelled and hardened, over an immensely long life, by the loss of his first love, his illness, his poverty, his lack of fulfilment, his health, his children, his age, and the always-remembered call of the elderly Hardy to the life of a writer.

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Winged, because Hardy emerges from this relentlessly detailed book in the life of contemplation, and for Sidney too "the ending end of all earthly learning was virtuous action". He never admitted, like Bacon, that he was "by inward calling fitter to hold a book than to play a part"; he was eager always to act as the courier in the service of his prince, and no less a man than William of Orange regarded him as supremely well-fitted for the task. How then did Sidney reconcile himself to the "unpleasant vocation" of poet, and his parsimony and snobbishness (which was not inevitable), worse than his own, in his own eyes, her down to, in snobbishness, and remorseless emotion.

Others will follow Dr Gitting in writing on Hardy's life and trying to find out how the symptoms were seen at that time, and what remedies were usually prescribed. He is able to identify the original in real life of Hardy's Tess, by going through Reading parish registers over 15 years in the late eighteenth century; and then, when at last he gets to the one amazing little entry, corroborating it with the local County Ordeal Book and the County Bridewell Calendar. There, over a full 100 years, he has found a historical Tess, hounded down by a full 100 years, he has found a historical Tess, hounded down by a full 100 years, he has found a historical Tess, hounded down by a full 100 years.

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Sir Philip Sidney: The Maker's Mind  
by Dorothy Connell  
Clarendon Press: Oxford University Press, £6.50  
ISBN 0 19 812081 8

In the Renaissance the life of action was generally more admired than the life of contemplation, and for Sidney too "the ending end of all earthly learning was virtuous action". He never admitted, like Bacon, that he was "by inward calling fitter to hold a book than to play a part"; he was eager always to act as the courier in the service of his prince, and no less a man than William of Orange regarded him as supremely well-fitted for the task. How then did Sidney reconcile himself to the "unpleasant vocation" of poet, and his parsimony and snobbishness (which was not inevitable), worse than his own, in his own eyes, her down to, in snobbishness, and remorseless emotion.

Others will follow Dr Gitting in writing on Hardy's life and trying to find out how the symptoms were seen at that time, and what remedies were usually prescribed. He is able to identify the original in real life of Hardy's Tess, by going through Reading parish registers over 15 years in the late eighteenth century; and then, when at last he gets to the one amazing little entry, corroborating it with the local County Ordeal Book and the County Bridewell Calendar. There, over a full 100 years, he has found a historical Tess, hounded down by a full 100 years, he has found a historical Tess, hounded down by a full 100 years, he has found a historical Tess, hounded down by a full 100 years.

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Illoskyes—for she is more concerned with the content of Sidney's work. She applies Ludwig's famous thesis in *Homos Ludens* to suggest that Sidney's love-poetry derived from the "pragmatic game of courtly love". But what she calls "public gestures about the private emotion of love" are, surely, characteristic of any assured society.

Dr Connell takes the two *Arcades* as the test of Sidney's quality, and rightly: they are heroic poems, concerned with the life of action which he had unwillingly, and temporarily, abandoned, and in them he was "performing services of a literary nature in Court", in default of performing active services in the field. He did not know that "poetry is the companion of the camps", and with the intent, as Grunville knew, "to guide every man through the confused labyrinth of his own desires and life". Increasing experience led him, in his revision of *Arcadia* (which he left in mid-sentence to go to the wars in the Low Countries), to increase the difficulties and anxieties for Musidorus and Pyrocles, which are here shown to be closely related to the *Arcadia* and *Stella*. Throughout his work, Sidney relates love and war, "if imagination all compact", not the celestial Venus. "Against the darker background of the New Arcadia, human love, foolish and fragile though it is, shines more brightly".

The value of this short study of Sidney's work derives from Connell's close re-examination of the poetry, criticism and fiction, which leads to an appreciation of the world based in Christian faith, but which accepted "that in the foolishness of love lay the best human wisdom, and that in making poetry a man might both love beauty and be a man".

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## The traditional and the modern

Companion to Russian Studies, Volume 2: An Introduction to Russian Language and Literature  
edited by Robert And and Dimitri Obolensky  
Cambridge University Press, £11.50  
ISBN 0 521 20894 7

The few comprehensive histories of Russian literature in English are of doubtful quality and hopelessly outdated. A modern attempt at such a history had become an urgent need—not merely to correct the mistakes, fill in the lacunae and counter-balance the illogicalities of its predecessors, nor even simply to take account of recent research, but because one generation views literary history in its own way, and has to formulate its own vision if this rather over-simplifying yet necessary branch of scholarship is to amount to anything worth taking seriously.

Between poetry and history, to adapt Plato, there is an ancient quarrel: it is a rare literary historian who can balance out the poet, the analyst and the chronicler within himself, and apparently an author with the sensitivity to respond deeply to literature can scarcely be omniscient and objective enough to achieve fair coverage of a thousand-year literary tradition. Hence the growing popularity of "committee-produced" histories, the collective work of writers who are genuine specialists in limited fields. The volume under review, adopting this approach, unquestionably supersedes the tired old warhorses whose generations of students have ridden into the ground. A price, though, is paid in inconsistencies of approach and awkward segmentation of the subject. Frequent overlapping lets the reader choose between, say, Chekhov as dealer in "dreary monstrosities" (Burgess) or as "melancholy but never monotonous" (Satchell), and ponder whether "Lovers of the Russian Word" are identical with "Admirers of Russian Belles-lettres".

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Let us hope that the editors of this volume, the authors of the greatest Russian master of the world in 500 years between the *Igor Tale* and *Avvakum*, falls between two authors who get it right, and mention the "Lovers of the Russian Word" and "Admirers of Russian Belles-lettres".

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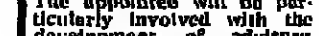
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1. *Journal of the American Medical Association*, 1997; 278: 1039-1044.



